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ABSTRACT

The 10-year plan for American Indian Education, though overall in its intent, is presented with special reference to the Community Schools on the Navajo Reservation. The plan is based on convictions that facility in the use of the English language is a prime necessity for both children and adults; that a continually enriched environment is desirable; that an educational program, to be fully comprehensive, must include offerings for all ages; and that parents must be actively involved. Basic to the plan is the concept of continuous individual progress. The proposal covers the areas of parent-child centers, day schools, college opportunity, leadership training, extended adult education, mobile educational units, training centers, and local school boards. Fifteen recommendations are made in the areas listed above. The plan is intended to make allowances for the natural and wholly desirable diversity from reservation to reservation owing to geographical and environmental conditions and to individual differences in outlook and leadership. (FF)

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A TEN-YEAR PLAN FOR INDIAN EDUCATION

by

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January 1970

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PROPOSAL OF A TEN-YEAR PLAN FOR INDIAN EDUCATION
THROUGH THE BUREAU OF INDIAN AFFAIRS COMMUNITY SCHOOLS

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FOREWORD

Presented here is a proposal of a plan for Community School development during the decade of the 70's.

During some fifteen years of active involvement in Indian Education on the Navajo and Papago Reservations and more or less active contact with that on other reservations, the conviction has grown that long term planning is both sound and useful. It furnishes guide lines for development and serves to keep details of that development related. With such planning, energy is conserved instead of dissipated, purposes are kept in sight, and a basis is at hand for assessment of accomplishments.

The proposal offered here is overall in its intent but is presented with special reference to the Community Schools on the Navajo Reservation. This is done primarily to take the recommendations out of the realm of theory into practical reality.

The writer's present close working relationship with the Community Schools on the Navajo Reservation insures this practicality with the immediate possibility of bringing the suggestions into living actuality. Suggestions are based on a going program geared to immediate needs.

The fact that a significantly large segment of Indian education is represented on the Navajo Reservation with a range of needs, problems, and opportunity makes a plan pertinent on that reservation broadly suggestive for others.

The plan as outlined herewith is being presented now to the B.I.A. Area Office at Window Rock for their consideration and that of the Navajo Tribal Council and Navajo Community School Boards. It is presented here in its entirety as it is being offered to them.

In reading the proposal with reference to Indian Education in general, it will be readily seen that the rationale applies equally to any reservation. The broad scope of the plan allows for the natural and wholly desirable diversity from reservation to reservation due to geographical and environmental conditions and to individual differences in outlook and leadership. Present lines of development in the Community Schools on each reservation would serve as the natural starting point in moving forward with the overall plan as a guide.

The diversity to be expected answers the possible charge that an overall plan offered by the B.I.A. might lead to stereotyped uniformity. Such could not possibly be the case because of the natural diversity above mentioned. But general guide lines can furnish both impetus and suggested direction of effort. It is as a guide that the proposed plan is seen.

Examination of the plan as it refers to Navajo Community Schools will show that neither curriculum details nor methodology have been stressed. Rather it is goals that have been suggested and brought into the focus of attention. The ways of achieving goals properly lies with those concerned on each reservation together with the determination of the specific goals to be given emphasis at any given time as indicated by immediate needs.

Pursuant to consideration of the proposed plan as a general guide for Indian Education on all reservations it is suggested that it would be advantageous for the B.I.A. to invite into membership and establish a National Advisory Committee made up of five to seven persons knowledgeable concerning Indian Education and with active and practical interest in its progress.

Such a committee should be representative of different parts of the country. Members should be conversant or willing to become conversant with the details of the program and operation of the Community Schools on the reservations in their area and as many others as possible. They should be familiar with conditions on the reservations near them or willing to become familiar with them.

They should be available for meetings at the national level three or four times a year and on call individually or as a group for consultation when special need arises.

The function of such a committee is purely advisory and consultative. In that capacity invaluable help can be given in the offering of fresh ideas to meet recognized needs; in opening up recognition of needs perhaps overlooked; in bringing varying perspectives to the Indian Education program; in interpreting needs and program to the public members meet as individuals; in serving as a clearing house for ideas.

It is further suggested that periodically, perhaps once a year during the decade arrangements be made for a meeting to include the Advisory Committee, a representative from each B.I.A. Area Office, a representative or more from a Community School on each reservation, a representative from a School Board on each reservation.

Such a meeting would be for two or three days and for the

purpose of a give-and-take of ideas about current problems and their solutions, about possible developments in one phase of the program or another, and for the pooling and discussion of information and plans as related to the varying needs on the different reservations.

The B.I.A. is in a uniquely advantageous position to take leadership such as is envisioned in the proposed plan. Building on the leadership of the past, the decade of the 70's can be made memorable in its forward moving accomplishments. Both by administrative set-up and designated function the B.I.A. is in a position to stimulate and guide into actuality an educational program that will point the way for schools anywhere which are reaching out for ideas both far-seeing and sounds.

If Indian Education in the 70's is to fulfill its high promise there must be planning with imagination and vision and a carrying out of the plans with confidence and strength of purpose. The opportunity is at hand.

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A TEN-YEAR PLAN FOR INDIAN EDUCATION
WITH PARTICULAR REFERENCE
TO NAVAJO COMMUNITY SCHOOLS

Prepared and presented
by Irving W. Stout
for the consideration of the
B.I.A., The Navajo Tribal Council
and the Navajo Community School Boards

Introduction

The Navajo Community Schools stand now at a point of unique opportunity for meeting the educational needs of the Navajo people.

AN AUSPICIOUS BEGINNING

For a century the schools have made steady progress in bringing educational opportunities to an increasing number of children. That progress has been traced, decade by decade, in the Manual for School Board Members. As shown there, the beginnings were difficult, the obstacles almost insurmountable. But effort was persistent and progress was steady though often discouragingly slow. In the 50's and 60's there were notable gains, an increased awareness of the need for education; a growing willingness to put forth the effort necessary to take advantage of education opportunities; a broadened view of education as a community responsibility; a widened vision of education as a necessity for adults as well as children.

NOW THE 70's

Now we stand at the opening of a new decade. What shall that decade, the decade of the 70's, mean in educational opportunity offered through the Community Schools for all of the Navajo people? How broad is the vision of what it might mean? How steadfast is the determination that it shall be a decade of accelerated progress in educational opportunities offered and utilized, and this not only for children, but for adults as well?

The foundation has been laid. The need is here. There is no standing still. The only way to go is forward. The times demand it. Industry has come to the reservation. More must come to provide needed employment. Television

and radio are bringing the outside world into the daily lives of the people. This is their world, the world they are living in. They are a part of it. They must understand it if they are to cope with it. And of necessity they must cope with it. It is unavoidable. Nor need there be any wish to avoid it.

ADJUSTING TO TODAY'S WORLD

There is no occasion for fear of loss of the unique culture that is the Navajo's priceless heritage. That culture and the understanding and appreciation of it comes to the children naturally in their homes. It is brought to them in the family setting with all the potency of the parents' feeling for it as it has come to them generation by generation. But from the schools must come the learning that makes both children and adults at ease in today's world, able to take their part in it with confidence, able to bring to it their unique individual contribution.

THE SCHOOLS' TASK

It is no small task that is thus set for the Community Schools. It is a task that calls for insight into and understanding of needs; a task that calls for clear-sighted vision of the possibilities for meeting those needs; a task that calls for dedication of purpose in bringing those possibilities into living actuality.

This is a task that calls for far-sighted planning, for long time planning. The days are past when short time planning can serve the purpose. Sights must be set far ahead with vision, with courage, with confidence. Standing, as we do, at the beginning of the 70's, it seems altogether reasonable to set those sights to cover that decade--to set them on a ten-year plan which can serve as a practical guide throughout that decade.

The conditions for such planning are uniquely favorable. The control of the schools lies with those most intimately cognizant of needs and most directly concerned with meeting them--the B.I.A., the Tribal Council, the School Boards. Unity of purpose and working relationships are already established. The schools are already Community Schools in a very real sense.

Continued experimentation over the years in

FAVORABLE CONDITIONS

the effort to meet existing needs has shown practical lines to follow or not to follow. Certain needs stand out clearly and are commonly recognized. Parents are becoming more and more involved in the schools. A majority of the schools have their own Community School Board chosen by the people of the community to represent them. Members of the existing boards have taken or are taking the training designed to give a deepened understanding of the duties, responsibilities and privileges of school board members. Beginnings have been made in extending the scope of educational opportunities for the children to those younger than the usual school entrance age with special emphasis on the learning of English before school entrance.

Attention has turned to provision for such offerings by the school as aids in enriching the environment of the children from infancy on. Likewise the scope of educational opportunity has been extended for the young people and the adult population. While some of these beginnings are almost nebulous yet they are beginnings and auspicious in their promise.

Thus the groundwork is laid for a continuing educational program from infancy through adulthood. It is such a program that is proposed in the ten-year-plan herewith presented.

The plan is a broad overall one. It is based on certain basic convictions.

Basic Convictions

1. Facility in the use of the English language is a prime necessity for both children and adults.

   Facility in the use of English implies understanding the meaning of the words spoken or heard. This is essential for any significant employment on the reservation. It is essential for employment off the reservation. It is necessary for making the most of the knowledge, information and entertainment coming in over radio and television. It is necessary for making use of that which, when understood,

can come through the printed word in magazines, newspapers, and books.

2. A continually enriched environment for children aids in the acquiring of facility in the use of English and is therefore desirable.

   Navajo children come into a rich culture made meaningful to them by family customs, ceremonies, traditions, rituals. Added to this now is the ever-increasing impact of different cultural patterns bringing them the opportunity to become truly bicultural. But these new patterns must also become meaningful to them if they are to derive the fullest benefit from them. They can become meaningful only as there is experience with the objects and activities which the English words they learn represent. Such experiences take on added meaning when they come to the children both at school and at home.

   While it is wholly desirable for them to have as many first-hand experiences as can be provided, there are in addition vicarious experiences coming over television and radio and these can aid immeasurably in giving meaning to the English they are learning.

3. An educational program to be fully comprehensive in meeting the needs of a community must include offerings for people of all ages.

   This includes children younger than the usual school entrance age; children of the usual school years; young people; and adults, these latter including parents and other adults as well.

   The opportunities offered may not originally be as complete as desired and may not fully meet the apparent needs much less anticipating those of which one may later become aware.

This is one reason for having sights set in a long time plan keeping the ultimate purpose in mind and taking advancing steps toward achieving it

4. The active involvement of parents and with parents contributes immeasurably to the effectiveness of an educational program.

   Parents are the ones who can speak of their aims and ambitions for their children, of the educational opportunities they want for them and for themselves. This points to the desirability of an active working relationship with them, a relationship through which their feelings and attitudes can be understood, a relationship through which they can come to have familiarity with and insight into the activities of the school program.

The ten-year plan proposed here contains little mention of either methodology or curriculum. This is intentionally and necessarily so. Methodology changes as time passes and as research and experience reveal new and better ways of accomplishing the purposes of a given plan. Thus an overall plan such as this can be considered more effectively when unencumbered by details of methodology. With purposes held clearly in sight methodology which is but a means to an end can be worked out.

SETTING SIGHTS

Likewise curriculum changes with changing times and changing needs. The setting of sights lets both methodology and curriculum fall into their proper places as means by which the purposes on which sights are set can be achieved. Both, to be effective, must be kept flexible.

Therefore, the plan proposed is in terms of broad overall provisions for a ten-year development based on and beginning at the point of present development.

THE PLAN

Continuous Progress

The concept of "continuous progress" is a salient feature of The Plan. It refers to the continuous individual progress of each child at his own rate of learning, be it slow or fast. Thus progress is emphasized and failure is non-existent. Each child's achievement is in terms of his own progress and not in terms of competition with other children. It is proposed that this continuous progress concept carry through all the school years.

BASIC FEATURE

There need be no fear that such a concept will result in under-achievement. Rather, it can confidently be expected to result in optimum achievement. It does away with the cramping rigidity of formal grade groupings where those who might forge ahead are held back waiting for slower ones and where the slower ones are discouraged by their inability to "catch up". It precludes the repeating of a grade because of not catching up to grade expectations. Expectations are in terms of progress so energy is not lost nor effort stymied by possibility of failure.

With the rigidity of grade groupings removed one may ask whether by the time high school is finished those who are college ambitious will be ready for it. The answer is that the removal of grade groupings in no way removes a teacher's awareness of and concern with the sequences of learning that add up to the usual grade expectations.

The Plan includes the following:

1. Establishment of Parent-Child Centers in such geographical areas as make them accessible to all parents with young children.

   It is recognized that this general accessibility will take time to achieve but with sights set it can be progressively accomplished. It is highly essential that it should be.

   Parent-Child Centers are a key to the

development of a comprehensive and effective educational program. It is natural that it should be so. Parent-Child Centers are based on the recognition that learning begins at birth and that parents are the first teachers and that they do that teaching with a potency that has lasting influence.

PARENTS ARE THE FIRST TEACHERS

This recognition of the significance of early learning and the potency of parent influence on that learning is substantiated by extensive research both past and current. It is in infancy and the early years that speech patterns, behavior patterns, learning patterns have their beginnings. It is in infancy and the early years that foundational understandings develop; that attitudes toward oneself and other people are established; that the ways of living of the family are built in and come to be to the child his natural way of living.

EARLY LEARNINGS SIGNIFICANT

It is reasonable that the school should take cognizance of these established facts and extend its attention downward from the usual school entrance age to the infant beginnings. School entrance age is far too late for the school to come into the picture, both as relates to children and to parents. Just as the potency of childrens' early learnings are highlighted by research so is light thrown on the potency of parent interest and understanding throughout the child's school attendance.

USUAL SCHOOL ENTRANCE TOO LATE

All findings both of formal research and of learned observation point unmistakably to the desirability and educational economy of the school's earlier concern for and provision of opportunity for planned involvement with parents and their infants with that involvement taken to be a beginning which will continue as the child

PARENTS AND CHILDREN TOGETHER

grows and moves on through the school. This is a logical first step in a continuous progress plan. Naturally the basic concern should be what is good for the infants, the young children, the older children, and how can parents and school working together best provide it? The Parent-Child Center is designed to provide practical help to all concerned.

BEGIN AT THE BEGINNING

It is not the intention here to outline a program for a Parent-Child Center. Detailed plans have been made and are available and models of buildings set up for such a Center at Litchfield Park, Arizona though it is not yet in operation. A program in any area, to be effective, must be based on need and developed in a way to meet the need. The purpose now is to point to the wisdom of beginning an educational program <u>at</u> the beginning.

STRENGTHENS THE SCHOOL

A start has already been made on the reservation in this direction. The more rapidly that start can be extended the more surely will the Community Schools be strengthened. This is obvious when one considers the fact that through the Parent-Child Centers naturally will come not only the earlier learning of English by the children, but increasing familiarity with and facility in the use of English by the parents together with their extended understanding of the culture which the language represents.

DEEPENED UNDERSTANDING OF CHILDREN

Here, through television, radio, and films, information and knowledge can be brought to the parents strengthening that which can be supplied first hand and providing for much that cannot. Thus broad experience can be provided in observing childrens' progressive development, in noting their behavior in varying situations, in following the guidance given them in those situations. All of this offers the basis

for deepening understanding of the children and for extended use of English with meaning.

It is proposed that sights be set on a Parent-Child Center being an integral part of every Community School by--and hopefully before--the end of the 70's.

2. Increase in the number of day schools. The demands of the times makes it imperative that educational opportunity be a fact and not a dream for all children. While boarding schools have met a need and are serving a useful purpose it is through the day schools that active parent involvement becomes more effectively possible. It is only as a child comes daily from home to school and goes from school to home that the school becomes an active part of the home living and the home living an active part of the school program. In these days of threatened disruption of family living, the need is apparent for keeping family living as intact as possible with the children having the opportunity for the natural learning of their own culture at home and the day-by-day fitting together of that culture and their school learnings.

HOME AND SCHOOL LIVING DAILY RELATED

Great progress has been made in the establishment of day schools and that progress should serve as encouragement to forge ahead even to the point of considering helicopter service to and from remote areas. Imagination and dedication to purpose have surmounted formidable obstacles before. It can be done again. With a broad concept of parent involvement, great strides can be made in reaching out to parents in remote areas to seek their involvement in finding ways of making day school for their children a living reality. Involvement need not wait for the school to be there. It can help bring it there.

DAY SCHOOLS FOR ALL CHILDREN

3. Provision of opportunity for college for all desiring it.

An excellent beginning has been made through the present Junior College on the reservation and through available scholarships from Tribal and Bureau funds. While the number taking advantage of these opportunities is gratifying as a beginning, it should be looked upon as only a beginning. Expansion of the Junior College now operating is clearly indicated with the possibility of satellite units in various parts of the reservation. With the importance of a college education in mind no young person should have to forego a college education for lack of funds.

ORIENTATION TO COLLEGE OPPORTUNITIES

Nor should the initiative for looking into the possibilities of a college education be left with the young people. It is properly a function of the Community Schools to open up such possibilities to students in high school and before and to provide the orientation for them and their parents that makes college opportunities meaningful rather than strange and forbidding.

It is not the thought that all the young people will either wish to or should continue their education through college. It is, rather, that whether they do or not they should have full information about college opportunities of varying kinds. Further, there should be the counseling that aids both the young people and their parents in coming to a decision individually wise.

Providing orientation into college attendance possibilities is an opportunity for use of imagination--e.g., televised activities on various campuses; student visits of a week or two weeks' duration to selected campuses and reports thereof; visits and

conference sessions with young people currently in college at various places or those recently graduated.

4. Provision of leadership training at all levels.

ALERTNESS TO LEADERSHIP QUALITIES

From the early years leadership is in the making. It is an essential part of an educational program to be alert to and to provide opportunity for the development of leadership qualities on the one hand and on the other for the development of the judgment and discernment essential to selection of the leadership to follow. This points to a school program throughout the grades that helps the children recognize qualities of sound leadership and that gives opportunity through group activities to exercise those qualities. This takes a school program far beyond basic academics important as those are and essential as it is to have the children gain proficiency therein.

TODAY'S CHILDREN ARE TOMORROW'S LEADERS

Bringing in an alert concern for leadership training is eminently practical in a Community School. It is educating for the community leadership essential if children are to cope with the demands of today's world. They are in the midst of those demands every day as they listen to radio, look at television, hear about community affairs and tribal decisions that affect the family living. Shortly they will be among those making those decisions, handling community affairs, serving on this Council or that, being elected to one Community office or another. It is a Community School's business to extend its vision beyond the walls of the school and to go with the children into the community in which they live from grade school on.

It is proposed that the leadership training concept carried into the

high school open up to the young people active orientation in community affairs as well as guided leadership opportunities in school affairs. Thus so-called extra-curricular activities become not "extra" but an integral part of school learning opportunities, and with community contacts likewise so considered. This suggests again, imaginative planning, planning that will lead on and on as one possibility suggests another--e.g., visits to Tribal Council meetings; to School Board meetings; understudy with one elected official and another. The proposal here is not to outline how the purpose shall be accomplished but to propose the purpose on which sights shall be set.

BROAD CONCEPT OF LEADERSHIP ORIENTATION

That purpose of leadership training at all levels extends naturally to the young people in college and those currently graduating. It is proposed that a group be selected of twelve, fifteen or twenty having interest in different fields and arrangements be made with different companies, industries, institutions, professions for each of these to enter a period of--not apprenticeship--nor even internship, but of understudy with a leader in the given field. The purpose would be for the young person to become oriented through following and participating with the leader to whom he is assigned for a designated period of time--not less than six months and preferably twelve. This should be on salary so that full attention can be given to becoming familiar with the details of leadership in the field chosen.

LEADERSHIP UNDERSTUDY FOR SELECTED COLLEGE GROUP

Such leadership training as is proposed is of utmost importance to adjustment of living on the reservation to the demands of today and to the inevitable complexity of the demands of the next decade. The

THE 70's CALL FOR LEADERSHIP

educational opportunities of the 70's must fit the demands of the 70's and it is obvious that intelligent and informed leadership is and will be an essential factor.

5. An extended adult educational program. This ties in directly with the proposal for Parent-Child Centers where emphasis is on child care, the guidance of childrens' early learning, understanding of and participation in the school program. The proposed adult educational program relates to but goes beyond this.

FACILITY IN ENGLISH FOR ALL

Beginnings, and auspicious beginnings, have been made in this area. These are suggestive of next steps in the 70's--opportunity for all adults who wish to do so to gain skill in speaking, reading, and writing English with encouragement to take advantage of the opportunity. Again, here lies a need for imaginative planning and creativity in devising ways of accomplishing the purposes of the planning.

RELATE TO NATURAL MOTIVATIONS

The gaining of facility by adults in speaking, reading and writing English calls for subject matter of interest to adults, subject matter about which they wish to speak, material which is of interest to them to read, writing which they want to write. Here again one finds reason for the Parent-Child Center for the motivation is strong for getting the infant and young child off to a good start. It is a challenge to the Community School to discover and meet or perhaps stimulate other motivations.

It is proposed that the adult educational program in addition to literacy, be thought of as including homemaking skills--cooking--sewing--cleaning--home repairs; practical details relating to finances, accounting, social security and

welfare provisions and requirements. It is in areas that touch directly on everyday living as it is lived that adult interest lies. It is as education touches those interests that adults can be expected to reach out for or accept the opportunities offered.

BASED ON ADULT INTERESTS

Increasingly, television and radio touch those interests. With the constantly increasing number of homes having one or both this is a source of subject matter which the school does well to utilize to the fullest. There is high motivation for listening and ready-made opportunity for bringing meaning to what is seen and heard. Listening with understanding is a practical aspect of today's adult education whether the subject matter be current affairs, entertainment, or general information.

RADIO AND TELEVISION PROVIDE SUBJECT MATTER

It is proposed that it be a part of the educational planning for the next decade to put additional effort into discovery of the details of adult interests and into devising means of meeting them in a program forging far ahead of the present beginnings.

DISCOVERING INTERESTS

It is proposed that such a program include heavy emphasis on vocational training opening up opportunity for gaining skills in many different areas. Nor is it enough to offer training in skills in which different adults show an interest. Beyond this should be the discovery of aptitudes and the provision for learning skills indicated by those aptitudes. Varied industries have already come to the reservation and it is rightfully a function of the adult educational program to make a study, as each new industry comes in of the range and nature of skills called for and to provide training therein. Beyond this should be the looking ahead to

VOCATIONAL TRAINING

future planned for employment opportunities and provision of training therefor.

6. Provision of mobile educational units to remote areas.
Such units would be designed to meet the educational needs for all ages in those areas not yet accessible to an established Community School nor served by any other educational facility.'

MAKING REMOTENESS NO OBSTACLE

The mobile unit would be considered an integral part of the Community School from which it is sent out. It would be staffed by persons, probably two, who would, by specialized training and interest, be equipped to bring as large a measure as possible of the Parent-Child program to the parents; to provide as far as feasible such educational experiences for home bound children as they would have in school; to help parents to know how to help their children in their school learnings; to provide literacy training for adults and such other educational experiences as are feasible.

SCHOOL ON WHEELS

The mobile unit would have a regular route and schedule with locations for work so selected as to be accessible to as many families as possible. The length of stay in any given location would depend on the number of persons being served. Each unit would be equipped with books, playthings for younger children, with radio and television, slide projectors, slides and films, and such other teaching materials as needed to serve the families of the area.

Living arrangements for the staff would vary with local possibilities. In some instances, the unit would of necessity serve as living quarters for the staff and would need to be so equipped.

SUMMER INSTEAD OF WINTER

Since winter conditions often make roads impassable and particularly so in the remote areas that a mobile unit would serve, consideration should be given to providing such units during the summer months in lieu of the winter, thus operating spring, summer, fall. In any event the mobile unit should be thought of as an interim device pending regular school facilities becoming accessible.

However, even then consideration may well be given to mobile units to serve homebound children, young people, and adults.

7. Training program for new teachers.

It is of basic importance to the successful accomplishment of the educational program of the Community Schools that the teachers have a thorough understanding of the concepts on which the program is built and be skilled in putting those concepts into action. As always, the teacher is the key to the situation.

It is proposed that one school (or more) be chosen and designated as a training center and that all teachers newly employed be given a period of specialized training at this center before being assigned to a specific school and group.

IT MAKES GOOD SENSE

Children come to the school brought up in one culture and meeting another. Parents established in their own culture are faced not only with their children bringing home details of another, but with the impact of that other culture touching them through radio, television, and often in their work. This a teacher must understand.

Here is living that, because of geographical location, is largely isolated from the outside world. Here a

teacher comes into a school that is distinctly a Community School with commitment to the concept of both parent and community involvement.

These conditions present specialized demands. This indicates the wisdom of providing the proposed period of specialized orientation training after employment and before placement.

It is proposed that teachers be employed at any time during the year in line with the employment standards as accepted by the B.I.A. and the Tribal Council, and that they be put on regular salary beginning at the time of employment and with the understanding that they will enter at once into the specialized training at the Training Center.

IT IS FOR ORIENTATION

It is proposed that this specialized training cover a three-to-six-month period, (preferably six) with classes, seminars, and classroom participation, thus giving the opportunity to become acquainted with children and parents; to become familiar with the Community School program and its underlying concepts; and to come to feeling at home on the reservation and in the teaching situation.

FEELING AT HOME WITH THE PROGRAM

This involves the gaining of an understanding of and feeling for the purposes and operating details of the Parent-Child Center as the beginning of the Community School education program. This is a new departure in education. It must be recognized that even though some teachers may have had some contact with the Head Start program, few, if any, will have had opportunity in their training to have had direct working contact with Parent-Child Centers where one is directly involved with infants, very young children and their parents since only a limited number of such Centers are presently existent.

"I DIDN'T HAVE IT IN MY TRAINING"

With the concept of a continuous progress program, it becomes necessary for teachers to be familiar with, alert to, and at home with the sequences of learning from the youngest children on even though one's daily work may be with the older children. While some may have had experiences in their training providing for such familiarity many will not. It may not have been anticipated that it would be needed, or it may not have been available to any appreciable extent in the courses the teacher elected to take or at the institution where training was taken. A similar situation pertains to involvement with parents. Here is an area commonly touched upon only lightly if at all in teacher preparation.

In any event, the current demand for teachers trained to work with children of kindergarten age and younger far exceeds the supply. And the possibility of finding those trained for active involvement with parents is remote. Yet these are areas fundamentally essential to teaching in the Community Schools. This points to the wisdom of, indeed the necessity for, supplying an orientation training for what is needed in the Community Schools.

TEACHING ON THE RESERVATION CAN BE MADE EXCITING

In the proposed training program is an opportunity to make teaching on the reservation an exciting adventure, something to be entered into with confidence and carried on with vision and enthusiasm. While training in the various areas touching directly on work with children and parents is going on, there can also be opportunities worked out for bringing to the teachers some familiarity with the geography of the reservation, with the customs of the people, with the developments taking place on the reservation and an understanding of the impacts thereof.

WHAT DOES RESEARCH SAY?

It is proposed that in the training period the concern go beyond accepted methodology in a searching for and a trying out of new ways of bringing about maximum learning at all ages. This suggests need for familiarity with pertinent research both past and current. Some teachers will already have such familiarity. Some will not. In any event, emphasis should be on identifying that which has bearing on the details of the Community School program and making specific application thereto.

This proposal for a training program preliminary to assignment is eminently practical. It will provide a reservoir of substitutes with training precluding necessity for makeshift arrangements. It can be expected to reduce such turnover of teachers as is due to difficulty of adjustment to teaching on the reservation. Principally, it will provide teachers ready for the specific job they are hired to do.

SERVES MULTIPLE PURPOSE

The Training Center can also serve the purpose of in-service training. Here, groups of teachers, a few at a time, can come in from their schools for two or three-day refresher workshops, with those who are taking preliminary training going out to substitute for them.

It is further proposed that the Training Center provide student teaching opportunities for students from colleges and universities with special interest in Indian education, thereby building up a reservoir of potential teachers to draw upon for later employment.

It is recognized that this is a daring proposal, but it <u>is</u> a possible one. It requires a careful selection of a school (or schools) as the Training

DARING BUT POSSIBLE

Center. It requires a careful selection of staff. Such persons must be skilled in teaching, interested in and adept in training, and wholly committed to the concept of the Community Schools.

The training would be carried on directly by the Principal and teaching staff of the selected school with a Director of Training responsible for working directly with the B.I.A. and Tribal Council, keeping an overall view of training needs and working out training plans.

TELEVISION AN INVALUABLE TEACHING AID

Brief mention has been made in the preceding presentation of different areas of the proposed plan for the use of television, as an important means of accomplishing the purposes defined. Here in the training program should be the emphasis that brings to the teachers a full awareness of its effectiveness as an instrument in the gaining of facility in the use of English, in seeing how to enrich the environment, in the opening up of new areas of interest and understanding.

The teachers should be thoroughly familiar with television offerings, and their training should equip them to relate these to their teaching. The same with films and radio, though live television has a special appeal and impact. Here lies an opportunity for a natural and effective tie between school and home with TV sets available in all school rooms and hopefully in all homes.

DIFFICULTIES CAN BE SURMOUNTED

Such a training plan as proposed is innovative and offers possibilities of bringing teaching to an increasingly effective level. The fact that the difficulties have not been mentioned in no way ignores nor minimizes them. It only means that there is confidence that when practical useful

purposes are set ways can be found to surmount difficulties.

8. Establishment of local Navajo School Boards for every Community School and provision for continuous training of School Board members.

An auspicious beginning has been made in this area. It is essential to the success of the program of the Community Schools that it be continued.

LOCAL SCHOOL BOARDS ESSENTIAL

It is obvious that Community Schools can be Community Schools in fact as well as in name only as the community is involved in them, has an understanding of them, and looks upon them as an integral and significant factor in the community living. The School Board represents the Community and serves as liaison between school and community.

SCHOOL BOARD TRAINING NECESSARY

To function effectively, School Board members must have an insight into the nature and scope of their responsibilities, understand the details involved in carrying on those responsibilities, and understand the school program sufficiently to interpret it to the Community. This calls for initial training and continuing training opportunities through workshops where ideas and experiences can be exchanged and help given. The Manual for Navajo School Board members is a useful guide for reference and is a basis for workshop discussions and should be so used.

In considering the above proposed ten-year plan for Navajo Indian education, it will be seen that there are definite clear-cut recommendations. Summarized, these are as follows:

1. Operating the Community Schools on a continuous progress plan beginning with infants in the Parent-Child Centers.

2. Eliminating formal grade or age grouping and providing such individualized teaching as allows each child to progress at his own rate.

3. Provision of educational opportunities for all age levels.

4. A Parent-Child Center in every school as the beginning of the educational program.

5. Setting up of a Training Center to provide preliminary specialized training for teaching for a three-to-six-month period before assignment to a specific school or group, regular salary to be paid during the training period.

6. Increase in the number of day schools so that children can be in school while living at home.

7. Provision of such auxiliary services as extension and improvement of roads, and extended transportation facilities, as make day schools not only available but practically accessible to all children.

8. Provision of mobile units to take educational opportunities to families in remote areas until such time as auxiliary facilities make it possible for them to reach a school.

9. Such provisions as are necessary to insure that no young person need forego a college education for lack of funds.

10. Recognition of the paramount importance of understanding English with facility in communication at all levels, with special reference to childrens' early acquiring such facility.

11. Leadership training at all levels with plans worked out for understudy on salary of selected college students in various areas of industry, in public service organizations, in the professions.

12. Comprehensive adult education program to include literacy, homemaking skills, child care, and vocational training not only with reference to available employment opportunities on the reservation and off but also in preparation for probable or possible developments on the reservation.

13. Enrichment of both school and home environment through provision of radio and television in all schools and such provisions as insures similar availability in all homes.

14. Commitment to desirability of maximum parent involvement in the schools and active promotion of such involvement.

15. Establishment of local school boards for every school and provision for continuous training of school board members.

Examination of these summarized points one by one will show that in each one auspicious beginnings have already been made on the Navajo Reservation or the situation is such that beginnings are in the realm of immediate possibility.

Here at the opening of a new decade, the opportunities for a rapidly developing program are gratifying to contemplate. Let's move forward confidently, with vision, with dedication, with firm purpose that the decade of the 70's shall be memorable for the enrichment the Community Schools have brought to people of all ages.

End.